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ABSTRACT

Utilizing information derived from documents, site visits, correspondence, and personal interviews re: 6 intermediate education units serving rural schools which were initially identified via a mail survey, this report describes intermediate education units with exemplary information dissemination programs. Varying considerably, each program is described in terms of its population's needs and the following array of emphases: newsletters; workshops; computer systems; information specialists; library loans; department of education services/materials; program analysis; programmed instruction; Educational Resources Information Center (ERIC) searches; TV station/instruction; video materials; occupational education; special education; curriculum materials or education information centers; audio-visual centers; rural learning centers; linker councils or area-wide advisory committees; professional development centers; "programs that work"; courier services; itinerant teachers; special services; project Coordinating Information for Texas Educators (CITE); and crime and drug prevention. The six intermediate education units described herein include: Weld Board of Cooperative Education Services (BOCES) in La Salle, Colorado; Broome-Tioga Board of Cooperative Education Services in southern New York State; Cooperative Educational Service Agency Number 3 in Gillett, Wisconsin; Lighthouse Schools' Regional Supplemental Center in Marquette, Michigan; Umatilla Intermediate Education District in Pendleton, Oregon; and Region X Education Service Center (ESC) in Richardson, Texas. (JC)

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# EXEMPLARY DISSEMINATION PROGRAMS FOR INTERMEDIATE UNITS SERVING RURAL SCHOOLS

By

Everett Edington

Leonard Hays

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## INTRODUCTION

The intermediate education unit in America schools has a primary function of providing services to local school districts. In approximately thirty-three states, intermediate educational units exist between local educational agencies and state departments of education. In other states, state departments of education work directly with local districts. The roles of intermediate units vary widely from state to state. In some states, the role is service with no policy making or regulatory capacity; in other states, the role is both service and regulatory. In all cases, every attempt is made to maintain the autonomy of the local district as much as possible.

The intermediate units serve both urban and rural school districts; however, isolated rural schools are the ones in greatest need of educational information and services. Rural schools often lack the funds, facilities, and personnel to maintain informational programs comparable to programs in urban and suburban schools. It has become apparent that there exists a need for a model or illustrative pattern of workable dissemination programs for intermediate units to follow in serving rural schools. It was to meet this need that this paper was written.

The purpose of this investigation was to identify those intermediate units serving rural schools with exemplary information dissemination programs. An exemplary program of information was defined as one that made specific and systematic efforts to apprise school

administrators and teachers in rural schools of new developments and appropriate current educational research which was worthy of imitation by other intermediate units. Dissemination consisted of placing the information in the hands of educators and assisting them in the implementation or utilization of the information. The exemplary programs subsequently identified are described in some detail, and from this, other intermediate units may draw elements in the development of a dissemination program for implementation in areas servicing rural school districts.

The initial effort to identify intermediate units with rural dissemination programs in operation was through contact by letter to all administrators of intermediate units. Letters were mailed to 1200 administrators requesting brief descriptions of their dissemination programs for rural schools. In addition, the chief state school officers of states with intermediate units were contacted requesting information on known dissemination programs in operation as well as state department of education sponsored dissemination projects. The primary interest was, however, in intermediate unit programs.

Two hundred responses to the requests were received. Some of those responding indicated they served no rural schools; some had no dissemination programs, and others described their programs. Of the 200, only 18 intermediate units were identified as actively providing informational and other services to educators in rural schools and otherwise meeting the criteria for exemplary programs. Additional

information was requested from the administrators in the 18 units. On the basis of the additional information provided, the programs of six intermediate units serving rural schools were identified as dissemination programs worthy of inclusion in the descriptions of this publication. On-site visits were subsequently made to the six intermediate units to gain information about the operation of their dissemination programs. Utilizing documents, correspondence, and interviews as sources, descriptions of the six intermediate units were developed.

This publication provides several examples of working dissemination programs that can be effectively utilized by other educational agencies in developing a local dissemination program for rural schools. No attempt was made to compare programs or to propose a single ideal model worthy of emulation, since each program was tailored to the needs and resources of their district. The presentation of several examples of dissemination programs was considered more useful than the development of a model to be followed. The variety in structure, finance, function, and personnel in the six intermediate units offers a range of examples adaptable to most intermediate units serving rural schools. A wide variety of financial resources is represented in the districts served by the units, from the extremely poor to the relatively wealthy.

Some of the criteria used in the selection of the six intermediate units to be described were, in addition to serving rural school districts, representative of a variety of settings and structures and varied approaches to the dissemination of information. The number of

districts served ranged from seven to eighty-one. In some cases, the schools were in close proximity to the intermediate unit office and in other cases removed by more than 100 miles. The structure within the state school systems varied both in legal and financial arrangements. In some cases, the intermediate units' relationship to the districts is one of voluntary cooperation; while in other cases, it is an administrative relationship in the educational hierarchy of the state through which all decisions of the state department of education and state financial support flow. Financial support of the intermediate units range from almost total dependence on contracts with local districts to direct tax-based funding by state and local sources.

Each of the intermediate units has emphasized an aspect of dissemination that meets the needs of the districts they serve and best utilizes the personnel and financial resources. These constraints vary a great deal from unit to unit. (A summary of the emphases of each of the six intermediate units is shown following this introduction. Each of the units has common elements and some unique features.)

The wide variety of examples of intermediate units with dissemination programs described in this publication provide a basis for developing a dissemination program in the service of the local schools. It is intended that the examples presented will enable intermediate units to develop programs applicable to most rural school situations that exist throughout the United States.

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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88003

Table 1

Summary of the Major Emphases in the Dissemination of Information

| | WELD BOCES LaSalle, Colorado | Broome-Tioga BOCES, Binghamton, NY | CESA #3 Gillett, Wisconsin | MAISD Marquette, Michigan | Umatilla IED Pendleton, Oregon | Region X ESC Richardson, Texas |
|---|---|---|---|---|---|---|
| Newsletter | X | X | | | | |
| Workshops | X | X | X | | X | X |
| Computer Systems | X | X | X | X | X | |
| Information Specialist | X | X | | X | | |
| Library Loan | X | | | | | |
| Dept of Education Services/Materials | X | | | | | |
| Program Analysis | X | | | | | |
| Programmed Instruction | X | | X | | | |
| ERIC Searches | | X | X | | X | |
| TV Station/Instruction | | X | X | | X | |
| Video Materials | | X | X | | | |
| Occupational Education | | X | X | | | |
| Special Education | | X | | | | |
| Curriculum Materials or Education Information Center | | X | | | | X |
| Audio-Visual Center | | | X | | | |
| Rural Learning Center | | | X | | | |
| Linker Councils or Area-Wide Advisory Committee | | | | X | X | |
| Professional Development Centers | | | | X | | |
| "Programs That Work" | | | | X | | |
| Courier Services | | | | | X | |
| Itinerant Teachers | | | | | X | |
| Special Services | | | | | X | |
| Project CITE | | | | | | X |

| | | | | | | |
|---|---|---|---|---|---|---|
| Crime and Drug Prevention | | | | | | X |

THE WELD BOARD OF COOPERATIVE EDUCATIONAL SERVICES

LA SALLE, COLORADO

Dr. Darrel Davis, Executive Director

Mr. Bob Ewy, Information Specialist

# INTRODUCTION

## Jurisdiction

The Weld Board of Cooperative Education Services (BOCES) is an intermediate educational service agency in northern Colorado. The administrative offices are located in LaSalle, Weld County, and serve seven districts, consisting of 26 buildings in an area covering some 2,000 square miles extending from Fort Lupton in the south to the Wyoming state line in the north. The area includes rural school districts surrounding Greeley, Colorado. The seven districts elect to participate with BOCES to avail each district of cooperative educational services.

## Function

The primary purpose of Weld BOCES is service, as the organizational title implies, to the teachers, administrators, and students within the participating districts. The Weld BOCES has implemented a dissemination program that actively attempts to aid teachers and administrators in the assessment of educational needs and to search for information to help meet the identified needs. The purpose of the dissemination program is not only to help locate information for educators but to assist in the implementation of innovative programs and practices in the school districts of the Weld BOCES.

## History

A specific statewide dissemination project was launched in 1976, when the Colorado Department of Education initiated a dissemination and resource based system of information referred to as Project ACCESS. Project ACCESS was funded as a pilot program by the State Department of Education to make educational information more accessible to teachers and administrators in Colorado schools. Project ACCESS is an ESEA Title IV Project. Four sites were selected for pilot programs. The criteria for selecting the pilot sites were that the sites must demonstrate experience with and a commitment to the delivery of the services that Project ACCESS would provide.

The services included identification of teachers' and administrators' information needs; dissemination of promising practices, exemplary programs, and current educational information to teachers and administrators; and assistance in identifying and linking local, regional, state, and national resources with local educators' needs. The Weld BOCES was selected as a pilot site because it demonstrated that it met the criteria for selection. The BOCES also demonstrated a capacity to assess needs, strengths, and priorities within the districts to be served. The solution of problems included the retrieval of information for educators. The retrieval process which Project ACCESS uses follows a number of steps:

a. A teacher has a problem that requires a solution or specific information need.

b. The teacher contacts the BOCES to discuss and define the information needed.

c. A search of the resource files is conducted to find information appropriate for the needs.

d. The search includes checking such sources as ERIC computer data banks, researching the Current Index to Journals in Education and other formal information sources and curriculum materials.

e. Contacting human resources who have the special skills and/or knowledge to assist in answering the request.

The information received from the several sources is gathered and transformed into the most efficient and readable form to be utilized by the teacher, then delivered with a detailed explanation of the contents and how they might be used. At that time, arrangements for possible followup assistance are made.

## Dissemination and Services Provided

The Weld BOCES provides a great many services to the local districts, among which is the dissemination of educational information. Dissemination involves providing information about new developments, research, and informational sources in education and the implementation of new programs or the modification of existing programs when change is warranted. Project ACCESS Field Agent serves as a change agent in educational practices within the Weld BOCES.

## Newsletter

There are several mediums through which Weld BOCES disseminates information to teachers and administrators in the districts. The BOCES BRAND is a monthly newsletter of the Weld BOCES which is distributed to all districts. BOCES BRAND covers activities of personnel in Weld BOCES programs, publicizes promising practices in the districts of Weld BOCES, reports new services available to the districts and students, and promulgates workshop information.

## Workshops

Workshops conducted in connection with the various federally funded programs are another means of dissemination of information in the Weld BOCES. In addition to ESEA workshops, other workshops are provided to districts utilizing state human resources available through BOCES on a cost-of-transportation basis. No consultant fees are charged to the district in the utilization of state human resources. Besides state human resources, the Weld BOCES also utilized resource persons from the University of Northern Colorado and Aims College in Greeley.

## Library

The University of Northern Colorado also provides University outreach and inter-library loan services to districts in Weld BOCES.

## Department of Education Facilities

The broadest and most far-reaching dissemination efforts are made by the Colorado State Department of Education. It is perhaps the most noteworthy feature of Weld BOCES that teachers and administrators in the participating districts have almost unlimited access to educational information. All the districts through the Colorado Department of Education have access to the talent bank, the state facilitator project, and the state educational library. Under the direction of the Assistant Commissioner, Office of Field Services, are dissemination capacity-building projects, a development and demonstration unit, and regional field service coordinators.

## Information Specialists

The State Department of Education has established a network of dissemination agents. The Colorado Regional Field Service Coordinators work with these information specialists in each of the state's 17 BOCES offices and the LEA Field Disseminators in the three large school districts. The Weld BOCES information specialist is responsible for maintaining personal contact with teachers and administrators and helping them identify or assess local information needs. As the needs are identified, they are linked with resources available. The information specialist then conducts the appropriate search and delivers the materials to the educator making the request. At present, the turnaround time between a request for assistance and delivery of the resource

package is approximately three weeks. This varies with the type of request made and the data source that must be tapped. ERIC and other information searches are made through the Colorado Department of Education.

## Computer Systems

To disseminate other informational services, Weld BOCES has contracted with the Battelle Corporation of Columbus, Ohio, for Handicapped Education Learned Planning System (HELPS) and Battelle Educational Computer User's Network (BECUN). Using a Texas Instruments portable data terminal, the Battelle systems are available to all the buildings in the Weld BOCES districts. HELPS is a planning system for use with handicapped students in which objective-based learning resource files are used in the retrieval of instructional resources for students and in the retrieval of resources for teachers. There are four distinct areas in the HELPS system: handicapped student planning, teacher competency training, supervisor training and regular education planning. Special education teachers in Weld BOCES are being trained in the use of the Texas Instruments portable terminals. The teacher identifies pertinent objectives for the learner in a particular learning resource file and relevant characteristics of the learner such as: reading level, mental age, interests, etc. The computer retrieves four types of resouces: materials, activities, performance measures and supportive information. These support the chosen objectives based on the learner's characteristics.

## Program Analysis

In addition to the HELPS for handicapped programs, the Battelle Educational Computer User's Network provides Program Planning Information System (PPIS), a tool for collecting and reporting data to support program analysis, budgeting, and evaluation. The PPIS supports activities such as: establishing educational goals and objectives; developing a program structure; preparing program plans; estimating resource needs, periodically evaluating program objectives and the related expenditure of resources. These services are available to all the Weld BOCES districts.

## Programmed Instruction

The Weld BOCES is in the process of interfacing districts with the data services to provide: statistical analysis, computer language programmed instruction, simulation instruction, and rapid retrieval of objective-based resources for individualized instruction. The portable data terminals are lightweight and may be moved from building to building with ease and are hooked into telephone terminals. In addition to providing computations in mathematics, physics, and statistics, the computers are programmed for simulations in the social sciences, demonstrations, and games. The terminals are programmed for a variety of computer languages for use by both students and teachers.

## CONCLUSION

During its ten-year history, Weld BOCES, in cooperation with the participating districts, has developed a program of information and services that provide the 10,000 students in the seven participating districts with quality education. Through the development of a dissemination program, in cooperation with Project ACCESS of the Colorado Department of Education, the teachers and administrators of the districts have been provided with services and information that permit the development of exemplary educational programs in rural schools. In educational innovations, the leadership of the BOCES staff is making a wide range of resources, talent, and promising practices readily available to the educators in the districts.

Dissemination of educational information to the Weld BOCES staff entails more than providing information to educators in the participating districts; it also involves the implementation of developed programs and the sharing of promising practices from other schools in the state. The information specialist provides a personal service to teachers and administrators in the search for materials and programs to help meet their needs in the buildings they serve. The key to the successful operation of the dissemination and other programs is cooperation between the participating districts and the Weld BOCES staff.

The information specialist makes a point of maintaining as much personal contact with the building personnel as possible, offering

suggestions and information to help meet the needs of the educators of the Weld BOCES. Requests for information and utilization of information are often initiated for the benefit of students and teachers in the participating districts.

BROOME-TIOGA BOARD OF COOPERATIVE EDUCATIONAL SERVICES

BINGHAMTON, NEW YORK

Dr. Leslie F. Distin, District Superintendent

Mr. Rodney VanHousen, Director, Educational Communications

# INTRODUCTION

## Jurisdiction

The Broome-Tioga Board of Cooperative Educational Services (BOCES) is a regional Educational Center located in the Southern Tier of New York State. The Center provides a variety of supporting services to the 15 component school districts. Seven of the school districts are rural districts. All districts are located within a radius of 35 miles from the Regional Center.

## Function

Broome-Tioga (BOCES) has become an essential part of the state's educational system, providing a variety of services to rural and urban school districts on a regional basis. Only city school districts in excess of 125,000 population have been precluded from BOCES membership.

## History

The Board of Cooperative Educational Services (BOCES) concept was devised for New York State in 1948 as a temporary mechanism to improve educational opportunities in rural areas and to make possible the combination of limited school district resources for more effective and economical delivery of educational services. In 1972, the state legislature made BOCES the state's permanent and exclusive regional educational service agencies.

## Organization

The Chief Executive School Officer of the Broome-Tioga BOCES serves as both state officer and district superintendent. As a state officer, he has duties specified by the New York Education Law. He is also a representative of the State Education Department, responsible for communicating and carrying out the policies and delegated responsibilities of the Commissioner of Education. As the Chief Executive Officer of BOCES, the district superintendent is appointed by the BOCES board with approval of the Commissioner of Education.

The primary mission of furnishing cooperative education services means that BOCES must maintain communication with districts served, if shared programs are to be effective. State law and the State Education Department requirements provide mechanisms for school district involvement in BOCES planning and decision-making. By law, each school district must request the services needed from BOCES each year. Chief school officers work with BOCES in budget development and component school board members review the BOCES budget at the annual meeting. Because many of the BOCES services are purchased on a voluntary basis, it is incumbent on the Broome-Tioga BOCES to communicate with the districts and offer quality service.

Many of the dissemination efforts of the Broome-Tioga are through the BOCES Educational Communications Advisory Committee which consists of representatives from each district.

## Dissemination and Services Provided

### Educational Communication Specialist

Each school district appoints a representative, who is responsible for providing input to the BOCES Educational Communication's program and the dissemination of information received from BOCES.

### Newsletter

The Educational Communications Center publishes each month a four-page publication called the "Ed. Comm. Bulletin" which is sent to teachers and administrators. The Bulletin publicizes a wide variety of topics related to educational communications. From time to time, additional one-page bulletins are issued for special announcements.

### Workshops

Another service provided by the Division of Educational Communications is in-service training. The in-service workshops provide opportunities for the Director of Educational Communications and other BOCES personnel to make personal contact with educators in the component schools.

### Curriculum Materials

The primary responsibility of the Division of Educational Communications is to make available curriculum materials for circulation to the component schools, supported by a variety of ancillary services that will provide for their effective utilization.

## Video

The Broome-Tioga BOCES cooperates with the Appalachian BOCES Consortium (ABC) in the acquisition of educational film materials. The ABC consists of ten BOCES serving the fourteen counties in the Southern Tier of New York State. The Appalachian Regional Commission (ARC) was enacted by the U.S. Congress in 1965 to upgrade the economic, cultural, and educational level of a vast region of the eastern United States. The ten BOCES that comprise the ABC have received federal funding from ARC to purchase films with video duplication rights and television equipment.

BOCES maintains a library of over 3,000 educational programs available on video tape and 16mm film. The video programs are duplicated for circulation to schools upon request. The video tape collection provides for maximum utilization of quality instructional materials. A master cassette is maintained in the library and duplicated as needed which allows for multiple use of the tapes that circulate between the schools. In addition to the Video Cassette Library and Instructional Television service, the Broome-Tioga BOCES maintains a 16mm film collection for loan to teachers in the component schools.

## TV Station

The Broome-Tioga BOCES is in the process of building a UHF television translator system to provide the eighty-one component schools participating in the Instructional Television program with a high quality

educational television signal. Television receivers and video tape recorders have also been purchased for each school to facilitate using instructional television. The local Educational Television Station, WSKG, Channel 46, in Binghamton provides instructional programming for use by the component schools served by the Broome-Tioga BOCES. A technical facility to repair television and audiovisual equipment is provided by the Broome-Tioga BOCES. BOCES' technicians also provide schools with consultant service.

## ERIC Searches

To provide sources of educational information to educators in the component schools, the Broome-Tioga BOCES cooperates with the New York State Education Department. The State Education Department provides access to the Educational Programs and Studies Information Service (EPSIS) and the Educational Resources Information Center (ERIC) data base. The ERIC system and the EPSIS provide teachers' access to selected documents from a data base of over 300,000 sources. As a part of this statewide computer services system, the State Education Department in 1968 initiated a policy of regionalization of school computer services on a multi-BOCES basis. The Broome-Tioga BOCES presently provides ERIC data base searches for teachers and administrators in the component schools. The State Education Department, however, limits the number of searches for the Broome-Tioga BOCES to ten per month. With the widespread implementation of EPSIS, it is anticipated that the user services will be greatly expanded.

## Computer Services

The Southern Tier Regional Computer Center is located at the Broome-Tioga BOCES in Binghamton. As a part of the New York State School Computer Services System (NYSSCSS), the computer center service area encompasses more than one BOCES. The computer center provides computerized administrative services (scheduling, test scoring, census, grade reporting, etc.) and instructional services to school districts in the following BOCES: Broome-Delaware-Tioga BOCES, Delaware-Chenango BOCES, and Greene #2 BOCES. All services are available on a contract basis between the component districts and their BOCES.

## Computer Terminals

Educators in the Broome-Tioga BOCES are provided with a number of computer instructional services through contracted Guidance and Instructional Network (GAIN) services. The GAIN Network enables schools to have computer terminals for their classrooms, guidance officers, and resource centers. GAIN's guidance component involves the Guidance Information System (GIS) and other guidance-oriented programs. Through this service, counselors and students have access to data banks about four-year colleges, two-year colleges, occupations, and financial assistance.

## Occupational Education

The Division of Occupational Education provides occupational training for over 1400 students each year. The Occupational Education

administrative staff, guidance personnel, and teachers are responsible for the dissemination of information about the program. Workshops are conducted in the schools to familiarize students and guidance counselors with program offerings.

## Special Education

The Broome-Tioga BOCES operates a comprehensive special education program for students with emotional and intellectual handicaps. Dissemination of information about special education is through the Special Education administrative staff and the school's Committee on the Handicapped.

## CONCLUSION

The Division of Educational Communications through Weld BOCES offers a wide variety of services and dissemination efforts, ranging from a TV station to computer terminals. In addition, BOCES has an opportunity to develop and to maintain a close relationship with teachers and administrators in all the component schools.

COOPERATIVE EDUCATIONAL SERVICE AGENCY NUMBER 3

GILLETT, WISCONSIN

Ludwig Petersen, Coordinator

# INTRODUCTION

## Jurisdiction

Cooperative Educational Service Agency Number 3 in Gillett, Wisconsin, is one of 19 such agencies in the state of Wisconsin. The Cooperative Educational Service Agency (CESA #3), the intermediate educational unit in the state, serves 21 local districts in northeastern Wisconsin.

## Function

CESA #3's primary function is to provide services to the local districts within its boundaries. However, if a district outside the CESA #3 boundaries or a nonpublic school needs a service provided by CESA #3, the service is provided. Cooperation between districts, through CESA, permits the provision of services to students and teachers in districts that would not otherwise be available.

## Dissemination and Services Provided

Among the multitude of services provided is dissemination of educational information, educational research, new developments in education, and innovations in education. CESA #3 attempts to keep educators in all districts abreast of educational developments in research, informational literature, and innovative programs. The staff members are specialists in many different fields and serve as dissemination agents and change agents or opinion leaders.

## Career Education

Career Education through Student Self-Learning Centers, an ESEA Title III Project, serves as a dissemination program and network of CESA #3 for career education in all the districts. Among the services rendered is a monthly newsletter which is published to all personnel in the participating districts. The newsletter provides information about career education activities. Teachers in all grade levels and subject areas are a part of the career education program. Career information is also disseminated through Learning Center orientations. Many of the orientations are presented to personnel as in-service education.* After attending an orientation, teachers are eligible to attend workshops in career education. The learning centers conduct the workshops during the school year and in summers for CESA #3 teachers. Participating teachers in the workshops are paid stipends and provided with materials. In-service workshops are also conducted to keep teachers current in career education information and methods. Other dissemination projects in career education include "show and tell" sessions, "make and take" sessions, and self-learning stations.

## Workshops

Workshops for instructional personnel are conducted for shared personnel. The CESA #3 has experienced growth in the past five years

*For a thorough discussion of in-service education for Wisconsin public school teachers, see Allen T. Slagel, "In-service Education," in James M. Lipham (Ed.), A Candid Discussion of the Issues in Education. Madison: Wisconsin Department of Public Instruction, 1975.

in shared services to students and districts. In-service workshops for the shared personnel and their contact with local school personnel serves as an effective channel of dissemination of educational information. Workshops for personnel other than shared personnel include workshops for teachers of the talented and gifted program. The workshop is for the purpose of identifying materials and resource people for the teachers in the talented and gifted program. The coordinator organizes and publicizes workshops and seminars for school district administrators and school board members. These seminars and workshops include dissemination of information on current legislation, negotiations, and board administrator relations. The coordinator also organizes seminars for discussions between state legislators, school board members, and school administrators.

## Computer Searches

If teachers need computer searches, the Wisconsin Department of Public Instruction provides ERIC and other appropriate data source searches.

Wire services are available to all teachers in the districts. However, only the Marinette and Shawano districts have direct computer hookup.

## Video Tape

The Department of Public Instruction office also provides videotape cassettes to schools in CESA #3. There have been some difficulties

in utilizing the video-tape cassettes because many of the districts' video-tape recorders are reel-to-reel type recorders.

## Television

Northeast Wisconsin In-School Telecommunications at Green Bay is an educational network that provides educational television (Channel 38) and radio services to all schools in CESA #3 districts. Dissemination of information about instructional television and radio is via the NEWIST News. NEWIST is an acronym for Northeast Wisconsin In-School Telecommunications. During the academic year, the NEWIST News published monthly newsletters listing television and radio series and corresponding curriculum areas and other related information. The NEWIST also conducts in-service sessions for interested personnel. In addition to the NEWIST News, the Educational Communications Board in Madison disseminates information concerning the Wisconsin Educational Radio and Television Networks.

## Rural Learning Resource Center

The CESA #3 maintains a Rural Learning Resource Center (RLRC). The RLRC concept is particularly valuable to northeastern Wisconsin rural school districts. The maintenance of special classes for special education, handicapped, and others requiring special diagnostic and prescriptive educational materials requires a variety of materials that small districts could not provide operating alone. The RLRC is designed to collect and disseminate information and materials to teachers in the cooperating districts. The RLRC purchases and demonstrates equipment

and materials to the teachers. It also maintains special catalogues for teachers for the selection and ordering of materials and is a member of regional and national networks to provide information on specialized materials and equipment. RLRC, in addition to disseminating educational information of a specialized nature, maintains the materials for cooperative use and provides assistance in the development of instructional materials to meet individual needs. The RLRC also provides assistance in the use of instructional materials. Much of the dissemination is through in-service workshops in the cooperating districts. The RLRC maintains the Rural Instructional Materials Center (RIMC) for teaching reading. The RIMC has a computerized retrieval system for over 600 items categorized by target reading skills for which they are appropriate: reading difficulty level, appropriate age level(s), interest area, and media type.

## Audio-Visual Cooperative

The Audio-Visual Cooperative, through the cooperative efforts of districts in CESA #3, has expanded holdings and duplicating services to the member districts. The expansion of materials for dissemination to districts has been made possible by the surrender of Title IV-B and Title II funds to CESA #3. The Audio-Visual Cooperative has increased the filmstrip packages and purchased a high speed cassette duplicator for use by member districts. Also, additional cassette tape purchases will be added to the holdings, greatly expanding the instructional materials available to the districts with little additional cost to the

districts. In addition to the CESA #3 collection, the high speed duplicator makes available more materials in school media centers for individualized instruction.

## Computer Program (COMP)

One of the most innovative programs of CESA #3 is the Computerized Operational Materials Prescriptions (COMP) Project. In 1970, the Computerized Operational Materials Prescription diagnostic teacher and project director developed the program in cooperation with the Wisconsin Department of Public Instruction. Initially, the program was a Title VI-B program developed to improve the reading skills and ability of handicapped children in the educable mentally retarded classroom. The COMP program operated for three years (1970-1973) as a federally funded Title VI-B project. Since 1973, the program has continued to operate on district funds, state aid, and special state aid for the handicapped. Principal components of COMP are a computerized information system and the Wisconsin Design for Reading (WDR). The objectives of the project are to improve reading recognition and comprehension skills of the students through the WDR and instructional materials specifically matched to the needs and interests of students. WDR is a carefully structured series of units developed to teach a wide variety of word attack skills to elementary school children. There are 45 units grouped by four levels, each with its own pre-test and post-test for mastery.

There are five separate but interdependent features of project COMP: The Wisconsin Design; weekly testing of students and feedback of

results via computer printout; computerized inventory of instructional materials; purchase of instructional materials and equipment to facilitate acquisition of target skills; and in-service activities.

The COMP teacher tests each student on the Peabody Individual Achievement Test (PIAT) using the Reading Recognition and Reading Comprehension subtests and also establishes instructional levels for each student on the WDR model. Additional information obtained on each child includes age, I.Q., interests, and learning problems as perceived by the teacher. All this information is placed in a computer data bank and used for forming instructional groups within the classroom. The teacher receives weekly printouts from the continuously updated bank on each student.

The success of COMP in the Educable Mentally Retarded classrooms and a lag in the regular classrooms prompted the District Superintendent, William Geenan, of the White Lake School District, White Lake, Wisconsin, to implement the COMP program in regular classrooms in his district. The regular and EMR students have shown marked improvement in reading recognition and reading comprehension skills. In addition to expansion in CESA #3, COMP has gained recognition throughout Wisconsin and Michigan. Project COMP has also received national recognition from Special Education Regional Media Centers. The dissemination of the COMP program has implications for the remainder of the districts and Wisconsin.*

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*For a discussion of statewide use of computers see Dagnon, Carol and Dennis W. Spuck, "A Role for Computers in Individualizing Education--and it's NOT Teaching." Phi Delta Kappan, 58:460-462, February, 1977.

## CONCLUSION

Cooperative Educational Service Agency #3 has provided a large number of services to the districts. The role in dissemination of educational programs and materials has been essentially that of change agent. The service role, as opposed to an administrative or regulatory role, has required the CESA to respect the autonomy of the local school boards. Only those services that the districts voluntarily contract to receive are provided.

CESA #3 has an active dissemination program in operation through the 21 local educational agencies it serves. Although no formal dissemination document has as yet been developed, dissemination of information has been a top priority item. It is only through dissemination of information and materials that cooperating districts have been aware of services and avail themselves of them.

The sources of educational information and new developments, as well as professional consulting personnel, are primarily the Wisconsin Department of Public Instruction; the Education Department of the University of Wisconsin, Green Bay; the University of Wisconsin, Madison; and Northern Michigan University at Marquette, Michigan. Although only two districts presently have direct wire service with computer terminals, CESA #3 is exploring the possibility of expanding computer services to other districts. The success of the COMP program has demonstrated the value and competency of computer-based instruction and the need for expansion of computer services.

LIGHTHOUSE SCHOOLS' REGIONAL SUPPLEMENTAL CENTER

MARQUETTE-ALGER INTERMEDIATE SCHOOL DISTRICT

MARQUETTE, MICHIGAN

Frank W. Mead, Superintendent

A. Jay Matheson, Facilitator

# INTRODUCTION

## Jurisdiction

The Marquette-Alger Intermediate School District's dissemination program is under ESEA Title IV-C Lighthouse Schools and is part of a Michigan statewide dissemination adoption program. The Lighthouse Schools' Regional Supplemental Center is located in the Marquette-Alger Intermediate School District, Marquette, but serves all Upper Michigan districts.

## Function

The purpose of the Lighthouse Schools is to establish a communications network to disseminate, demonstrate, and diffuse promising education practices to the districts and schools in Upper Michigan.

## Organization

The Marquette-Alger Intermediate School District cooperates with six other intermediate districts in the Upper Peninsula consortium in the dissemination programs and is the fiscal agent for Lighthouse Schools' Regional Supplemental Center. There are four such centers in the state.

The facilitators are responsible for establishing and maintaining favorable relations with intermediate school districts and other educational agencies in the consortium, and fostering understanding and soliciting support for dissemination and exemplary programs. The facilitator acts as a liaison between the local schools, interpreting activities and policies of the consortium and encouraging participation in the Lighthouse

Schools' activities. They also exert leadership in the adoption/adaptation of exemplary programs to meet the needs of the constituent districts and schools. The facilitator promotes positive action toward Lighthouse Schools' objectives through awareness programs and appropriate activities.

In addition to providing information and leadership, the facilitators plan, organize, initiate, design, and assist in implementing dissemination of exemplary programs. The facilitator must also keep abreast of the trends, developments, and research as they pertain to dissemination and current curriculum development.

## Dissemination and Services Provided

The programs disseminated by the Lighthouse Schools' Center are: federally validated projects, Regional (Upper Midwest) validated projects, Michigan Department of Education Experimental and Demonstration Centers programs, and Upper Peninsula certified projects. The facilitator is the medium through which most of the services and dissemination efforts are rendered.

## Linker Councils

One such dissemination effort is the establishment of intermediate school district linker councils. These are made up of linkers or local school district contact people who serve as communicators at the building or district level. The linkers are provided with in-service in the change agent process to implement the programs. The linkers are responsible for coordinating Lighthouse activities in the local agency

providing two-way communication between facilitator and the local agency, assessing local needs and goals, keeping the local agency aware of Lighthouse services and activities, and providing linkage within the local agency on exemplary activities underway within their own agency.

## "Programs That Work"

Another dissemination service provided is the awareness of Michigan educational "programs that work." Michigan educational "programs that work" is part of the Michigan Adoption Program. The program is an effort to disseminate programs that have been developed and validated in local schools to districts and schools throughout the state. The process of the adoption program is to select demonstration sites where educators may observe a successful program in action. These programs are educational programs that have been developed and whose evaluation results indicated that they have improved the learning of students. If further validation processes show that the programs developed to serve local needs may meet needs in other districts, the Michigan Department of Education offers the programs for adoption as "programs that work." The validated programs are of interest to other schools for several reasons. These programs answer local needs which are often widespread and for which there are no commercially available materials. As a result of careful planning, the programs are such that they may be replicated in another setting with similar results. They have relatively small start-up costs. The programs have improved students' learning in an experimental setting. It is assumed that given material

and human resources in the form of technical assistance provided by the developer of a validated delivery system, widespread adoption will occur throughout Michigan. When a successful program is validated, it becomes a demonstration site or Lighthouse School where other educators may observe the program in action. The demonstration site receives funding for a minimum of one year to work with committed school districts in installing its program.

If a district wishes to become an adopter of a "program that works," the district must conduct its own assessment of need and define its broad-based objectives. After defining its needs, the district reviews the programs that meet their particular needs. The facilitator is responsible for assisting in the needs assessment, developing a program for demonstrating the "programs that work" for potential adopters, and obtaining technical assistance for adopters of innovative programs. If a local school or district finds that a validated program meets its needs, the Michigan Department of Education will, through the MAISD, provide funds for the adoption process.

## Information Specialist or Facilitator

The facilitators play a major role in the Michigan Adoption Program. The facilitator is the key person in the awareness stage of the adoption process. The facilitator conducts workshops and arranges presentations by the directors of validated projects. He works through the LEA linkers in publicizing the presentations and the programs. The facilitator also provides assistance in the assessment of needs by

the local districts to determine what programs might be of interest to the districts. To aid in the assessment, the MAISD has compiled a document, the Yellow Pages, that contains a guide to human resources in planning and evaluation, published resources, and a model for goal naming and needs assessment based on the Phi Delta Kappa model.

After the awareness presentations and assistance in a needs assessment, if a district finds a program that meets its needs, the facilitator works with the local district in choosing one for adoption. The district can apply to the Department of Education for a grant to help with adoption costs.

## Professional Development Centers

The MAISD cooperates with state Professional Development Centers. There will be five of these centers, some of which are set up through the cooperation of intermediate school districts. These centers serve as centers of dissemination to educators on new developments in education and provide training in assessment of needs in local school districts.

## Computer Retrieval Systems

Computerized information retrieval systems to provide educational information and research services to local buildings and teachers will be available through the State Department of Education. Computer services will soon be available at the intermediate school district for computer-assisted instruction or for information searches. Teachers can also arrange for ERIC searches or searches on other data systems through the state library in Lansing.

## CONCLUSION

The primary focus of the Lighthouse Schools' Regional Supplemental Center is the dissemination of information on the planning and development of new programs, validation of the effectiveness of these programs, demonstration of successful programs in action, and the adoption of programs that work. The projects may be federal, regional, statewide, or Upper Michigan projects. The use of the facilitator network has been an effective means of educational information dissemination.

UMATILLA INTERMEDIATE EDUCATION DISTRICT

PENDLETON, OREGON

L. K. Stanhope, Superintendent

# INTRODUCTION

## Jurisdiction

The Umatilla Intermediate Education District (IED) is located at Pendleton, in north central Oregon, and serves an area that is approximately 100 miles square. The IED contains 14 local districts and also serves the Morrow County School District on a contract basis. Morrow County is a single district county with a total school population of 1400 students. Umatilla IED boundaries are coterminous with Umatilla County boundaries. The 14 elementary schools (K-8) range from 74 ADA (Average Daily Attendance) to approximately 3400 ADA. The 12 high schools in Umatilla IED range from 27 to 800 ADA.

## Function

Dissemination of information was recognized as one of the prime responsibilities of the IED.

## Organization

The Umatilla IED does not presently have a director of educational communication or information specialist; thus, the responsibility of dissemination rests with the Superintendent and each of the department directors.

## Dissemination Efforts and Services Provided

### Teleprocessing Network

In 1966, this IED entered into a project with the Lane County IED to plan and initiate a teleprocessing system, initially designed to meet the management requirements of school districts with long range plans for the development and use of instructional components. This system is identified as the Oregon Total Information System. Within this IED, there exists a communication system which utilizes telephone lines as the carrier system. There are 27 terminals in the schools. The user has direct communication capability with an IBM 360/50 computer with peripheral equipment located in Eugene, Oregon, office of the Lane County IED. This teleprocessing network is essentially used for all school district and management applications and student accounting applications and for some instructional applications. This system also has a capability of making available communications between the IED office and local school districts within this intermediate unit. In addition to the local communications capabilities, there is a direct terminal communication with other determined locations within the state of Oregon which are a part of the Oregon Total Information System. Through this communications system, a broad range of information transmission is accomplished.

### Closed Circuit Television

The IED operates a closed-circuit instructional television system serving all school buildings within Umatilla County and schools of the neighboring county. Through this ITV system, schools receive a full day

of instructional programming throughout the school year. The programming utilizes broadcasts received through the Oregon Educational Television Network. The IED also has capabilities for local production and carrying the locally-produced programs live or through video tape to the schools and communities served by the system. The IED has found it is more effective, in some local schools, to develop video tapes of the programs and send the tapes to the schools for playback on their own equipment at a more convenient time than on the fixed program schedule. More and more of the schools are using the video tapes in this manner. This is primarily due to the flexibility afforded the local school in the use of the instructional television programming.

The district has two types of materials that are broadcast through the television system. The first is state developed educational materials, and the second is local program materials developed at the local area. A great many of these local materials are teacher in-service programs. The local system has televised board meetings; they have promoted the community college development, bond issues, and they also have a tie-in with a local cable TV company for special issues. In this way, they can direct these programs not only to the schools but also to the homes which have cable TV.

## Courier Service

An unusual communication means in the Umatilla IED is that of a courier service which goes to each school building twice a week. An exception is one quite isolated school to which the courier goes only

once a week. Locally developed video tapes are sent by courier service, and the teacher may use them three or four times a day, rather than only once on the regular broadcast schedule. The courier service also provides efficient message service from each of the different departments as they go to the different schools. A catalog is provided to each of the teachers in the schools listing the various materials which are available. Catalogued materials can be ordered and delivered through the courier service.

## Information Specialist

For a two-year period, the IED had a full-time informational specialist. This proved a very effective link between outside data sources and the schools within the county. When these resources were gone, this effective communication link disappeared. There is still some carryover of this type of linking agency, especially with the career education department. The person responsible for career education uses ERIC and other data sources in getting information to help identify their problems to the schools. Without the specialized information person, however, this has been greatly reduced.

## Area-Wide Advisory Committees

These committees are used in each of the departments. The career education person also meets once a month with a state advisory committee composed of himself and other career education coordinators in the state. He also has a meeting once a month with his local advisory committees.

This serves as a two-way communication system helping to identify problems and helping find solutions for the people within the state with singular responsibilities.

## Workshops

The career education coordinator also has conducted workshops with teachers, administrators, counselors, etc., and is quite effective in bringing in speakers in order to meet the needs identified by the districts themselves.

## ERIC Materials

The career education coordinator is quite effective in getting material from ERIC. Generally, he orders hard copy material rather than fiche because fiche readers are more difficult to use and to read.

## Itinerant Teachers

A communication link between the IED, the local schools, and the community are the teachers of the visually impaired and speech, hearing, and language impaired children. The teacher of the blind is itinerant, providing services and information to children, teachers and parents. The teacher is responsible for specialized materials and equipment including Braille reading and writing, mobility, and living skills training to students. Teachers are provided with special materials and equipment, consultation, and training. Parents are counseled and provided training, referral services, and assistance in securing outside resources.

## Special Services

The IED provides both preschool and schoolage services to children and parents of the trainable mentally retarded and the developmentally disabled. Teachers, coordinators, and specialists in these programs serve to maintain effective communication links between the IED, the local schools, and the homes in the communities.

## CONCLUSION

The Umatilla Intermediate Education District serves primarily rural school districts. The cooperative nature of the shared services provide communication ties between the local districts and the IED. In addition to the special services to the districts, the IED provides informational services that the local districts might not otherwise have available. For some informational services, the IED serves as a link between the local districts and the State Department of Education. For other informational services, the intermediate unit often serves as a change agent, identifying needs, and providing information and services to help satisfy the needs.

REGION X EDUCATION SERVICE CENTER

RICHARDSON, TEXAS

Mr. Hayden W. Goodgion, Executive Director

Dr. Ann A. Bennett, Coordinator, Diffusion Projects Instructional Services Department

# INTRODUCTION

## Jurisdiction

Region X Education Service Center (ESC), located in Richardson, Texas, is one of 20 regional centers serving the state of Texas as an intermediate educational agency. Eighty-one public school districts within Region X's geographical bounds range from the large metropolitan Dallas Independent School District to many small isolated rural districts.

## Function

Making educators aware of and helping them to adopt proven appropriate educational programs/products which address identified educational needs at the local level is one of the major functions of the Texas service centers. Staff personnel of the Instructional Services Department of Region X ESC have developed over a three-year period, through a federally funded project, an efficient and effective process for disseminating educational information.

## History

The Elementary and Secondary Education Act, enacted by Congress in 1965, included a Title III program, Projects to Advance Creativity in Education (PACE). This program encouraged the development of educational service centers and provided funding for the PACE programs. In 1967, the Texas State Board of Education was authorized by the Texas legislature to establish regional media centers across the state. Each of

these media centers was to operate autonomously in order to meet the specific needs of the local school districts they were to serve.

## Organization

The centers are no longer confined to media service only. Each of the 20 centers remains an autonomous body, functioning and providing a variety of needed educational services to serve best the schools within its geographical area. Responsibility for educational dissemination activities, at Region X ESC, is assigned to the Instructional Services Department.

## Dissemination and Services Provided

Region X participates jointly with the Texas Education Agency's Division of Dissemination in state-wide dissemination projects such as the Texas Diffusion Network, the Demonstration Schools for Individualized Instruction, the State Facilitator Project, and the state information capacity building project, Coordinating Information for Texas Educators (CITE).

## Project CITE

Project CITE, funded by the National Institute of Education, exists to provide educational decision-makers at all levels in Texas with the information they need to solve problems and make decisions and to provide that information in the appropriate format and from a single source. The goal of Project CITE is to find information about national, state, regional, and local level projects that are successful and make that information

available to all educators. Because of the limited resources of many rural schools, Project CITE is an important dissemination service. Several of the rural school districts have a central office staff that consists of a superintendent and a secretary. It is that type of rural school district that derives the greatest service from the Regional Educational Center and Project CITE.

## The MOD Book

From 1973 to 1976, Region X ESC received federal funds to create a Model of Dissemination (MOD). In 1974, the MOD project was awarded the Educational Pacesetter Award. Subsequently, the MOD Project became a validated Title III program. As a result of this project, there was produced the MOD book, A Model of Dissemination. This model serves as the basis for all dissemination project activities in Region X. The model involves five major segments: (1) Selection of Products/Programs, (2) Awareness, (3) Diagnosis of Needs, (4) Implementation, and (5) Replication.

The MOD book is a practical guide for any intermediate agency or school district involved in educational dissemination. It suggests sources of information related to research and innovative programs. It also suggests steps to follow in presenting programs/products for possible adoption and followup processes when an adoption decision is made.

The awareness stage is that segment of Region X's dissemination process that permits the local school or district to become aware of several products or programs in order to assess its potential worth to its school. Region X is careful to present alternative programs from

which a school may choose. Awareness might take one of several forms. Region X utilizes the "dog and pony show" technique to acquaint schools with products and services. Also, visitation to a project in operation is a means of awareness that has been widely used in Region X and is encouraged by Texas Education Agency. The principal of R. F. Hartman Elementary School in the Wylie Public School District became interested in the federally validated Project HOPE (Health and Optimum Physical Education). Project HOPE is an innovative method of teaching physical education in elementary schools. Members of the staff visited a school in Georgia to become aware of Project HOPE and its goals. Through the cooperative efforts of Wylie Public Schools, the Region X staff, and community cooperation, Project HOPE was implemented at R. F. Hartman Elementary School. The school is now a demonstration site for other schools in Region X and the state of Texas. The R. F. Hartman Project HOPE serves as a demonstration site to encourage replication by other districts. The coordinators of Project HOPE participate in demonstration programs and serve as hostesses for visitors to R. F. Hartman Elementary School. R. F. Hartman Elementary School is also in the process of implementing the Fountain Valley Math and Reading programs, while, at the secondary level, the Law-Focused Society Program and the Self Development Concept Programs are being implemented through Region X, Title IV dissemination projects.

The primary consideration in selecting products/programs to be offered to LEAs is derived from the result of the district's educational needs assessment. Based on the identified needs, consultants seek to

locate appropriate programs/products to reduce that need. In the awareness stage of the model, a number of appropriate alternative selections are presented to the LEA with the final selection being made by the participating LEA group. The Texas Education Agency Project CITE serves as the central data base for the retrieval of needed program/product information, with the Region X Education Information Center interfacing with the CITE Project. The compiled information is presented to the LEA, leaving with them the responsibility of choosing, from among alternatives, that program/product which they agree is the best choice for them. It is this local decision and commitment upon which the successful adoption/adaption of education programs/product rests.

When an LEA group decision has been made, Region X staff personnel and the participating LEA plan together for the implementation stage of the dissemination model. Teacher training and materials as well as teacher released time are usually provided by both the Region X project funds. A contract of commitment is always signed by both the Region X dissemination coordinator and the participating LEA superintendent and participating teachers. Throughout the implementation stage, Region X staff personnel provide direct consultative and technical assistance to the district.

When the adopted program/product has become institutionalized within the school district and the consent of the participating LEA has been received, arrangements can be made for observation visits by other interested educators. These visits often result in replication efforts in additional school districts in and out of Region X's geographical area.

This basic model of dissemination is flexible and has been utilized successfully in a variety of dissemination efforts at Region X. In 1975, the United States Office of Education included the State Facilitator Project at Region X in its publication Casebook of Selected State Facilitators. In 1977, the Southwest Educational Development Laboratory, Austin, Texas, reviewed the Region X dissemination process in its Baseline Data Report for the Regional Information Exchange Project (RIE). Because of the commitment of Region X to the efficient and effective dissemination of educational information and the recognized value of Region X services to all schools within their region, this dissemination effort has been successful in bringing to small rural schools educational information and a method of utilizing that information to enhance the quality of education offered to students in rural communities. Their philosophy of dissemination is that the dissemination process is not complete until programs serving identified district needs have been institutionalized at the local level and are operating at a level worthy of being observed by other interested educators. Of equal importance in the dissemination process is the identification of educational program/product needs for which few or no proven programs/products exist. From such information, research and development personnel may make informed and knowledgeable decisions in the development of educational programs/products to meet known existing educational needs.

## Education Information Center

As an additional effort to make current educational information readily available to its clients, the Instructional Services Department has established an Education Information Center housed in the ESC. The Information Center houses over four thousand pieces of printed material, several hundred pieces of various media materials, and sample sets of many proven educational programs from across the United States. The Education Information Center is active in circulating requested materials to the school districts and, cooperatively with the media department of the Center, maintaining and delivering upon request audio-visual materials for use by the district educators.

The Education Information Center receives requests for ERIC and CITE searches from educators in Region X districts. Search requests must go to CITE headquarters in Austin for processing, then be returned to Region X. There is a microfiche collection of ERIC documents and the Resources in Education (RIE) and the Thesaurus of ERIC descriptors at the Region X ESC. The center has also developed a unique cataloging system that benefits visitors and users of Region X facilities and materials. During the past year, the Education Information Center has served all districts in Region X, a large number of private schools, and several institutions not related to education, some of which were out-of-state.

## Workshops

Region X provides access to a large number of educational programs/products which would not otherwise be available to the small rural districts. To aid the districts in taking advantage of the programs, Region X arranges for substitute teachers during released time for in-service workshops and also provides consultative and technical services to the districts. A large collection of staff development materials are made available, through the Instructional Services Department for use by the districts, free of charge. These materials are for use in professional growth of educators, assistance with curriculum development, special education programs, bilingual education, innovative school practices, and many other areas of concern to public education.

## Crime Prevention and Drug Education

This is a cooperative program for districts coordinated by the Crime and Drug Education component of the Instructional Services Department. The Texas Legislature passed legislation in 1970 directing all public schools to offer a program on crime prevention and drug education. Funds were made available through the TEA to districts for implementation of the programs. Of the 81 school districts in Region X, 70 cooperate with the Education Service Center in providing an effective drug program to their students. Region X staff conducts workshops and staff development programs in crime prevention and drug education. The Region X schools are also invited to cooperate with Region X ESC in guid

programs for schools. The Instructional Services Department makes available to Region X districts a large collection of guidance and counseling materials for both student and professional use.

## CONCLUSION

The dissemination process developed by the dissemination component of the Instructional Services Department of Region X ESC is rendering assistance to the small rural schools as well as the urban schools it serves. Services include assisting schools in identifying their needs, both informational and programmatic, providing an appropriate process for requesting needed information, utilizing both an in-house and statewide data bank for retrieval of the needed information, providing a variety of alternative choices for problem solving, providing technical and consultative services during program implementation, and encouraging visitation and observation to foster replication of successful educational practices both within the region and throughout the state of Texas. This process continuously provides indicators of educational needs for which few or no programs exist.

Region X staff personnel are putting forth great effort to provide these services on as personal a basis as possible. Consultants travel to and work in the local district schools on a continuing basis. This personal touch is offered to all districts regardless of its proximity to the ESC building. The ESC serves as an agent of change in helping ESC staff personnel stay aware of research information, new programs, and services to be offered through funded projects, so that, when working

in the field directly with educators, all personnel may competently encourage practitioners to utilize Region X services to solve local problems and reduce identified educational needs.

The MOD Book is a useful tool in the implementation of educational programs in Region X districts. Its thoroughness serves as a guide to efficient and effective program adoption and implementation for all Region X personnel. Region X personnel collect data on visitations and in-service workshops for evaluation of their programs. The rapid growth in the demands on Region X by the schools and districts in the past five years speaks for the worth of the services provided.

The exemplary nature of the dissemination process developed by Region X led to its selection by the United States Office of Education to serve as state coordinator of the National Diffusion Network during its first year of operation.

## CONCLUSIONS

A commonality in the above descriptions is the concept that awareness of services offered by the intermediate unit is imperative to the success of the intermediate unit programs. The units, whether performing a service function only or serving dual service and regulatory functions, must be informed of new developments in education and must communicate the developments to their clientele. Intermediate units often function as change agents. However, because of the tradition of local control over local districts, the relationship beteen intermediate units and local districts is of necessity one of cooperation and not a superordinate-subordinate relation.

The intermediate units that do not employ information specialists but do have subject area specialists should involve the personnel in not only subject area workshops but train them in communication and dissemination of new developments and educational information.

The intermediate units that utilize the services of a communication or information specialist tend to be more concerned with dissemination of information to the districts served than those that rely only on the administrators or subject matter specialists as sources of information. It must be emphasized, and rather strongly, that the information specialist or person in charge of the dissemination efforts is in large measure the key to the successful operation of the intermediate units. The information specialists maintain contact with numerous data sources by actively seeking new information and new information sources, and, as in the case of Region X in Texas, the schools have a greater variety

of choices available to them. Those units without information specialists have a tendency to rely on their own personnel as sources of information rather than to seek outside sources. Also, those units employing information specialists have greater access to data sources such as ERIC, Lockheed, Battelle, and other educational data banks.

There seems to be a relationship between funding and dissemination efforts. Those intermediate units or states which make funds available for information retrieval systems have a more active dissemination program and tend to be more innovative in educational development. Restrictions placed on informational searches by the intermediate unit or state department of education have a tendency to stifle the use of data systems. Statewide retrieval systems are more efficient than localized or private systems.

The most common dissemination efforts, not only in the six intermediate units described but in many others as well, are in media materials. The expanding use of video-tapes makes available audio-visual materials at an affordable rate to the rural isolated districts. The cooperative use of materials and equipment provides almost unlimited sources of media materials. Locally produced materials duplicated and shared with other intermediate units or districts, as in the southern New York systems, have made a vast amount of media materials available to isolated rural schools that do not have the financial or personnel resources to produce media material themselves.

The commonalities in the six dissemination programs that have implication for all rural schools are the use of inter-district shared

personnel, utilization of subject-matter specialists as dissemination agents, availability of educational information data sources to teachers and administrators, and cooperative development and utilization of media materials and equipment. All rural school districts are capable of developing dissemination programs by utilizing these concepts. Through an educational communication person to coordinate efforts and to help in conducting searches for information through either the state department of education or the state universities, every school could be availed of educational information. The utilization of the materials and equipment then requires a dedication to innovative and quality education on the part of the personnel.

## RECOMMENDATIONS

In the conceptual stages of this project, it was proposed that a dissemination model for intermediate units serving rural schools be developed. The wide variety of structures, existing in the states and districts within the states, made a monolithic model for dissemination programs impractical. However, examination of the six intermediate unit programs, identified as exemplary, points to the need for recommendations in order to benefit other intermediate units serving rural schools. Because the intermediate units, state departments of education, and local districts work cooperatively to provide educational benefits to students, the recommendations are directed to all three level agencies. Based on all responses received from intermediate unit administrators and state chief school officers, the following recommendations are presented for possible implementation in all states serving rural schools.

Recommendation 1

For effective dissemination of educational and research information to rural schools, it is recommended that the intermediate units employ information specialists. Those intermediate units with information specialists make greater use of ERIC and other data sources.

Recommendation 2

In those cases in which the intermediate unit cannot have an information specialist, subject matter personnel should receive in-service training on sources of information and information systems.

Recommendation 3

In those states in which there is no operational full-scale informational system which uses not only ERIC but additional informational sources, the intermediate units should make use of existing centers such as the San Mateo Education Resource Center (SMERC) and Research Information Service for Educators (RISE), etc.

Recommendation 4

It is recommended that the state departments of education make available to district and intermediate units access to ERIC and a variety of other data sources. Teachers should be encouraged, rather than restricted, in the use of data sources.

Recommendation 5

It is recommended that state departments of education encourage innovations in educational practices and the sharing of them with other districts, through a statewide linkage system of intermediate units.

# VITA

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